**DATE: Jan 24-28, 2011 WEEK: 2 GRADE:** Kinder

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| **X**  **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: HOW THE WORLD WORKS** | **Subject Area:** English – unit 3 – aLL AROUND ME - **writing**  **l** |
| **ACHIEVEMENT INDICATORS: C.O**.: | |

**LEARNING EXPERIENCE**

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
| 20 min/day/ half groups | Shows an awareness of sound-symbol relationships and begins to recognize the way that some familiar sounds can be recorded (morning message-notes-cards) | **Monday : SHARED WRITING**  Revisit KWL chart, introduce the column “What We Learned”  Model thinking about you have learned. In the book “Can you help me find my puppy?” I learned that a crossing guard helps us cross the street.  Model writing the ideas in the **L** column. Invite volunteers to say something else they have learned about the people and places in a community. Write it in the chart.  **Tuesday: MODEL SENTENCE PATTERN**  Display and re read page 2 in the big book. Point to the sentence *Can you help me find my puppy?* As you read it aloud. On chart paper, write *Can* *you help me find my \_\_\_\_\_\_\_?* Fill in the blank with *shoe* and read it aloud. Repeat with other words, such us *chair.*  Brainstorm ideas, ask *What do you need to find?* Use children´s ideas and the pattern *Can you help me find my \_\_\_\_\_?* Save for use in lesson 3.  **Differentiated instruction**: For top children, have them help you write in the chart using other actions, such as, draw, jump, swim (using the vocabulary learned in previous units)  ***Wednesday:* INDEPENDENT WRITING**  Tell children they will be writing their own sentences about things they need to find or need help to do. Provide the chn with a sentence starter in their notebooks and invite them to draw something they need some help to do or find in the blank space.  For example: *Can you help me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?* (find my t-shirt, draw a picture, tie my shoelaces)  Have them think of what they cannot do by themselves and how they would ask for help from their family members or from the community people. | KWL chart  Big book, Can you help me find my puppy?  Big book, Can you help me find my puppy?  Paper chart, markers.  Kinder notebooks, pencil coloured pencils. | . |